

LEARNING INNOVATION OF ISLAMIC RELIGIOUS EDUCATION BASED ON PROBLEM BASED LEARNING

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Currently, the ongoing teaching and learning process is still dominated by a conventional method and states that knowledge is a fact that must be memorized. Therefore, most of the situations in the classroom still focus on the teacher (teacher centered) as the main point of knowledge. Such a learning situation certainly does not involve students in developing problems. To develop an innovative and creative teaching and learning climate, it is very necessary to have a link between educational components such as teachers and students. So that the educational components can work together to create a conducive learning process, Problem Based Learning is the right choice, because students are required to get solutions to the problems they get in groups so that knowledge exchange can occur, either between students or teachers to students. The purpose of this study is to describe the role of model based learning in Islamic religious education so that the values of Islamic religious education can be applied in everyday life. The research method used in this study is descriptive research and uses a qualitative approach and then analyzed using phenomenology by drawing conclusions based on the data obtained and in accordance with the objectives of the study.

Keywords: Innovation, Islamic Religious Education, Problem Based Learning

1. Introduction

Islamic religious education learning is required to follow the guidance taught by religion to humans with the aim of realizing humans who believe and fear Allah SWT and have noble character and aim to give birth to honest, disciplined, fair and responsible humans both personally and socially.

The design of Islamic religious education in carrying out its duties can use a view of learning theory to be used as a basis in selecting and determining as well as developing appropriate Islamic religious education learning methods according to the characteristics of students. Islamic religious education is a normative effort for someone in developing how to live and utilize life in accordance with Islamic teachings and values.

In the process of learning the Islamic religion there are still many who emphasize the aspect of reasoning or memorization which will greatly affect the attitudes that will appear in children. Memorizing is definitely useful, but if memorization becomes dominant for every subject, it will make students who are less creative and dare not express their own opinions. Therefore, it is not surprising that one day students will become lazy or unmotivated in one of the subjects (Syafei, 2019; Mustaqiem et al., 2020; Dadi, 2021).

There are still many students who underestimate a subject that they consider an easy subject but in fact many of them do not understand what they have learned. Therefore, as a teacher or educator, he must be able to provide clear explanations to his students and also be able to provide examples to be easily understood by students. In determining the learning method, a teacher must be able to adjust the learning method with the material to be taught to students, because if the method is not in accordance with the material to be taught, the class situation will not be conducive.

Islamic religious education in schools aims to grow and increase the faith of students through the appreciation of experience and about the religion of Islam to become a Muslim human who continues to

develop in terms of faith and piety and to be able to continue at a higher level of education. The appropriate learning model and able to improve thinking skills and problem-solving skills is a problem-oriented learning model called problem-based learning.

In the 2013 curriculum, Islamic religious learning focuses more on students or what is called a student center where the teacher is only a facilitator in the learning process. Students are required to be more active in the learning process so that students can develop their potential optimally. The process of teaching and learning activities in curriculum implementation must involve students' mentality to the maximum critical. (Eka Purnamasari, 2018; Rubiana & Dadi, 2020).

Islamic religious education using the 2013 curriculum is expected to provide more experience for students to be able to understand Islamic religious education lessons as a whole, be able to develop thinking skills and increase student independence in the teaching and learning process, therefore students are encouraged to be able to use their way of thinking, in solving problems in everyday life.

The problem-based learning method strategy (problem based learning) is one of the relevant strategies to support the implementation of effective learning, where students will be more active in the learning process and improve knowledge, correcting skills, and problem solving skills and get used to applying attitudes. possessed to solve practical problems in everyday life.

To carry out a learning process that actively involves students and can improve critical thinking skills and learning outcomes, it is necessary to innovate the use of learning models that are in accordance with the 2013 curriculum. Teachers still rarely use learning models that are in accordance with the 2013 curriculum. 2013 is one of them with the Problem Based Learning learning model. Problem based learning is one of the many innovative learning strategies. (Wahyudi & Widodo, 2020; Achmad, 2021) This learning model presents a condition in which students actively involve students in solving a problem through the stages of the existing scientific method. In this method, students are expected to be able to learn knowledge related to the problems presented. The role of the teacher must be able to function as a guide so that students can learn to be able to solve their own problems.

Problem based learning or commonly abbreviated (PBL) is often also referred to as problem-based learning methods. PBL is a learning process that involves students in larger learning activities in solving problems. The problem solving process uses scientific steps so that students can learn science related to the problems presented by the teacher and in the process students are armed with previous knowledge so that from initial knowledge new knowledge will be formed.

PBL has three main characteristics, namely the first is a series of learning activity strategies, which means that there are a number of activities that will be carried out by students, not just taking notes and memorizing the material. Second, learning activities are directed at solving problems and placing problems as the main key in teaching and learning activities. The third is the problem solving process is carried out with a scientific approach where this process is carried out systematically and empirically.

Characteristics like this begin with giving problems, usually problems have a relationship with the real world, active group learning to decide problems and identify their knowledge, study and find out for themselves material related to the problem as well as report solutions and problems. Meanwhile, the teachers design problem scenarios, provide an indication of the source of the reading and the various directions needed. If you look at the psychological aspect of learning, PBL learning strategies are based on psychology which departs from the assumption that learning is a process where behavior changes due to experience. Learning is not just a process of memorizing a number of facts, but a conscious interaction carried out by individuals with Through this process, students will develop as a whole and maximally, which means that student development does not only occur in the cognitive aspect but also in the effective and psychomotor aspects through internal appreciation of the problems faced.

As for several previous studies that the author uses as a reference or reference in the process of compiling this research, the first is Ahmad et al (2020) Trends in the Implementation of Higher-Order Thinking Skills in Islamic Religious Education in Madrasas and Schools: A Systematic Literature Review.

Then the second was written by Suhartini et al (2021) The Use of Web 2.0 in Islamic Religious Education Learning in Higher Education and the third was written by Sutiah (2021) about S). Innovation in the Development of Islamic Education Learning Strategies (PAI): Concepts and Challenges in Facing the New Normal Era. Although they have little similarities in the topic of Problem Based Learning, in this study the researchers put more emphasis on innovation in problem-based learning in Islamic religious education.

2. Method

In this study the method used is descriptive method and the type of research is phenomenology. This research acts as implementer, digging and collecting data as well as reporting research data. In this qualitative descriptive method, to seek an understanding of how humans construct an important picture in the context of intersubjectivity. This method is used as a research tool to describe the problem-based learning method of Islamic religious education. Data collection techniques used in this study were interviews, observation, and documentation of data analysis using interactive analysis consisting of data collection, data reduction, data presentation, and drawing conclusions.

3. Results and Discussion

Education is required to choose a learning model that can stimulate the enthusiasm of each student so that they can think actively and be involved in the learning experience. One of the learning models that can develop students' thinking which includes communication, reasoning and connection is in the form of problem solving. by

Problem-based learning (PBM) or problem-based learning (PBL) is a learning model based on one principle, namely using problems as the starting point of learning. PBL is learner-centered in a way that confronts students with various problems they face in their lives. By using this learning model, students will be faced with various problems that will arise in life that may later be encountered when the students have graduated from their school.

Problem Based Learning can be interpreted as an educational method that encourages students to be able to recognize learning methods by working together in groups to be able to find solutions to problems in the real world. Problems are used in order to activate students' curiosity before starting to study a subject. Problem Based Learning prepares students to be able to think critically and analytically and be able to get appropriate learning resources.

The term PBL has been known in the 20th century, and this learning is based on Dewey's study which places the importance of learning through experience. According to Dewey, problem-based learning is one of the interactions between stimulus and response which is a relationship from two directions (Mulyono, 2018; Sidiq et al., 2021) and environmental learning. The environment presents the problem and while the brain system functions to search for interpreting, investigating and analyzing problem solving well.

This learning model is a way of presenting learning materials by making problems as a starting point to be analyzed and synthesized in an effort to find solutions or answers by students. The problem can be proposed or given by the teacher to students, from students with the teacher or from the students themselves which are then used as discussions so that solutions can be found as teaching and learning activities.

There are several advantages of the Problem Based Learning learning model such as: (1). It can make school education more relevant to life, especially to the world of work later. (2) Can familiarize students with dealing with and solving problems in a drawn out manner and can be used by them when they are in the real world. (3). Can stimulate the development of thinking creatively and comprehensively, because in the learning process the students have done a lot of mental processes by highlighting problems from various aspects.

3.1 Benefits of Problem Based Learning Method



According to research from (Efendi, 2018) suggests that the dimensions of the use of problem-based learning innovations find that students will improve their problem-solving skills, will be easier to remember, can improve their understanding, increase their knowledge that is relevant to the world, encourage their thinking fully, can build leadership and cooperation.

As one of the learning innovations, this method has several advantages, namely:

- a. Problem solving is a good technique to understand the lesson
- b. Problem solving can be a challenging method for students' mindsets and can also provide satisfaction in order to discover new knowledge
- c. Problem solving can improve student learning activities
- d. Problem solving can help them how to share their knowledge in order to understand the problems that exist in the real world
- e. Problem solving can help students develop new knowledge and be responsible for the learning they do. In addition, solving can also encourage students to be able to evaluate well in the learning process or the results.
- f. Through problem solving methods students can see that each subject is basically a way of thinking and something that must be understood by students not just learning from the teacher or from books.
- g. Problem solving is considered more fun and liked by students
- h. Solving can even directly develop students' mindsets so that they can think critically and adapt to their new knowledge.
- i. Problem solving can provide opportunities for students to apply their knowledge to the real world.
- j. Problem solving can develop students' interest so that they continue to learn even though studying in formal education has ended

3.2 Characteristics in Problem Based Learning

As a learning model, it is certain that PBL has several characteristics including (1). Problems are used as the beginning of learning (2). Usually the problems that will be used in learning are problems that occur in the real world which are presented in a floating manner (3). Problems obtained usually requires multiple perspectives, the solution requires learning in order to get concepts from several learning chapters (4). Problems make learning more challenging to get learning in new learning areas (5). Strongly prioritizes independent learning or self-directed learning (6). variety of sources of knowledge, search for evaluation and use of this knowledge are key (7). Communicative and collaborative learning, students work in groups, interact and teach each other and make presentations.

Meanwhile, if based on the theory developed by Brown as quoted by (Hakim, 2015) there are 5 characteristics of PBL which include (1). Learning is student-centered, this learning process is more inclined to students because PBL is also supported by constructivism theory where students encouraged to develop their own knowledge. (2) Authentic problem form the organizing focus for learning, the problem presented to students is an authentic problem so that students easily identify and understand the problem so that they can apply it in their professional life later. (3) Teacher act as facilitators in the implementation of the PBL method, the teachers only act as facilitators. Even though it is only a facility provider, the teacher must continue to monitor and monitor the progress of student activities and encourage them to achieve the target. (4) New information is acquired through self-directed learning, it is possible that students do not yet know how to solve problems and understand them so that students seek and try on their own. through sources, be it books or other sources of information. (5). Learning occurs in small groups, so that interaction can occur, it is necessary to exchange ideas in an effort to build knowledge collaboratively, PBL is carried out in the form of small groups. The groups are made to demand a clear division of tasks.

In this problem-based learning model, teachers need to choose lessons that have problems that can be solved, these problems are usually taken from various sources such as books or from other sources, for example, as happened in the surrounding environment or in community events. According to (Primadoniati, 2020; Maulida, 2020) In this learning method, learning will begin by presenting a problem whose solution

requires group collaboration between students and the teacher guiding students to outline the problem-solving plan into activity stages, the teacher will give examples of the skills and strategies needed so that the task can be easily resolved. This learning model also focuses on the activeness of students in learning activities, students will no longer learn with a one-way system like conventional learning models. With this learning model, it is hoped that students can develop their own knowledge easily. This PBL usually has a context with the real world, learning is carried out with active groups and formulating problems and identifying their knowledge gaps and studying while looking for solutions to problems.

According to (Nursyahidin et al., 2021.) the characteristics of problem-based learning, among others (1). The problems to be used must be a starting point in learning which is a problem that exists in the real world requiring multiple perspectives and challenging the knowledge possessed by students. (2). self-directed learning (3). communicative, collaborative, and cooperative learning (4). development of skills in problem solving (5). openness of learning which will include synthesis and integration of the learning process. (6). student evaluation and review of student experiences and learning processes.

3.3 Problem-based Learning-Based Islamic Religious Education learning innovation

In the Big Indonesian Dictionary, innovation is the entry or introduction of new things, such as discoveries that are new and different from those that have existed before, whether in the form of ideas, methods or tools. In the world of education, learning must always have innovation because the times continue to develop rapidly.

The development of mindset and creativity must always be a part of students and inseparable in every subject that will be given, including Islamic religious lessons. Equipping students with creativity means that they have given them the opportunity they need to face the challenges that exist in real life, not only in the present but also in the future. (Nasir, 2016)

Various classical views that have developed so far are a form of teacher knowledge that is transferred to the minds of students. In recent years educational research has revealed that knowledge is built in one's mind, this view is held by constructivism. Islamic religious learning based on problem based learning is applied to all subjects including Islam, not from a difficult learning model but requires a high level of creativity from educators, which in this case means teachers.

Problem Based Learning should not stand conventionally but can be combined using various approaches, techniques, strategies, methods so that the goals of efficient learning can be realized. Especially in Islamic religious subjects where teachers usually only deliver and even watch using expository models or tend to use teacher centered and make listeners tend to be bored. (Ramli, 2017; Fahmi et al., 2021) Problem Based Learning is not a new thing in the world of education, but recently based on several studies, this PBL model is applied very well and combined with several other strategies and will achieve maximum learning objectives.

Learning outcomes are all skills in everything that are obtained through the teaching and learning process in schools that have been expressed by numbers measured using learning outcomes tests. In learning Islamic religious education, students carry out group discussions for solutions to problems related to the initial problems presented by the teacher and have been formulated by students, the discussion process is carried out to answer questions as problem solving and arrange assignments that will later be presented. (Mailani, 2019).

In the learning process with a scientific approach to develop teachers and students are active actors so that the pressure point is certainly in many ways and students must be more active than teachers, one of which is by reasoning. Reasoning is a logical and systematic thought process on observable empirical facts with the aim of obtaining conclusions in the form of knowledge. The reasoning referred to here is in the form of scientific reasoning, at this stage students will use the data or information that has been collected to answer questions that have been formulated and draw conclusions then students will determine solutions from problem solving and then compile the results of the settlement discussion report.

In the Problem Based Learning learning strategy, learning activities are reports from the results of discussions about the solutions proposed to solve problems in the classroom. In this solution, discussions can be carried out to review, analyze, and evaluate the problem solving offered and the reasons for it and then the students can make improvements based on the results of the class discussion (Utomo, 2020; Anshori, 2021).

Problem-based learning is not designed to provide a lot of information to students, this method was developed for students so that they can develop thinking skills, develop knowledge as well as develop the ability to express opinions, learn various roles through their own experiences and be ready to face problems that exist in the world. real. For example, in Islamic religious lessons, teachers provide opportunities to answer practice questions, especially for those students who are still passive in class, and seek to improve students' abilities in various concepts such as providing understanding to students with what is meant by Islamic teachings in everyday life.

4. Conclusions

Learning is a process carried out by humans in order to increase knowledge and attitudes and skills that are carried out repeatedly in order to get the desired changes. Islamic religious education learning that currently exists mostly still uses the old way in the process of teaching its students. Therefore, one of the problem based learning methods can be used as a reference for the creation of an innovation to improve existing process standards, especially in Islamic religious learning. This method is indeed not new in the world of education, but as the era develops, this model also adapts to existing conditions and innovations can be made by combining various approaches, strategies and techniques so that the level of creativity of a teacher is tested so that it can give birth to students who graduate with creative, innovative and productive

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